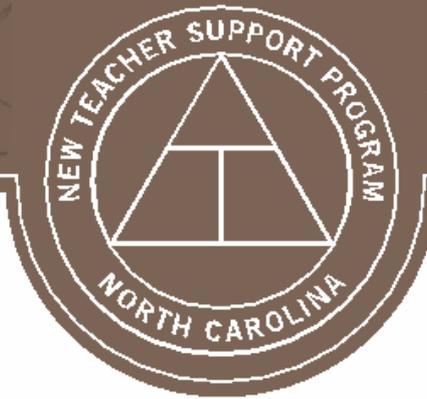


NC NEW TEACHER SUPPORT PROGRAM
+ NC Charter Schools
= Beginning Teacher Success

Leveraging University Partnerships to Promote Teacher
Development



OCS Regional Huddle
Misenheimer, NC
July 16, 2019

Presenters



Jonathan Bryant

Chief Administrator

Lincoln Charter School

Tiffany Mocerri

Lincoln Charter Schools

Dr. Misty Hathcock

Regional Director UNCC

Dr. Kim Ramadan

Lead Instructional Coach UNCC

Dr. Patrick Conetta

Director NC NTSP

The NC NTSP Mission



The NC NTSP seeks to *improve student achievement* by improving beginning *teacher effectiveness & teacher retention* with three core services.

Institutes	Regional PD	Instructional Coaching
Instructional boot camps Early Fall	Designed to meet district needs	Intensive, individualized Designed to meet teacher, school, and district needs

2019-20 Partnership Delivery Model



UNIVERSITY of NORTH CAROLINA
PEMBROKE

Appalachian
STATE UNIVERSITY.



UNIVERSITY of
NORTH CAROLINA
WILMINGTON



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL



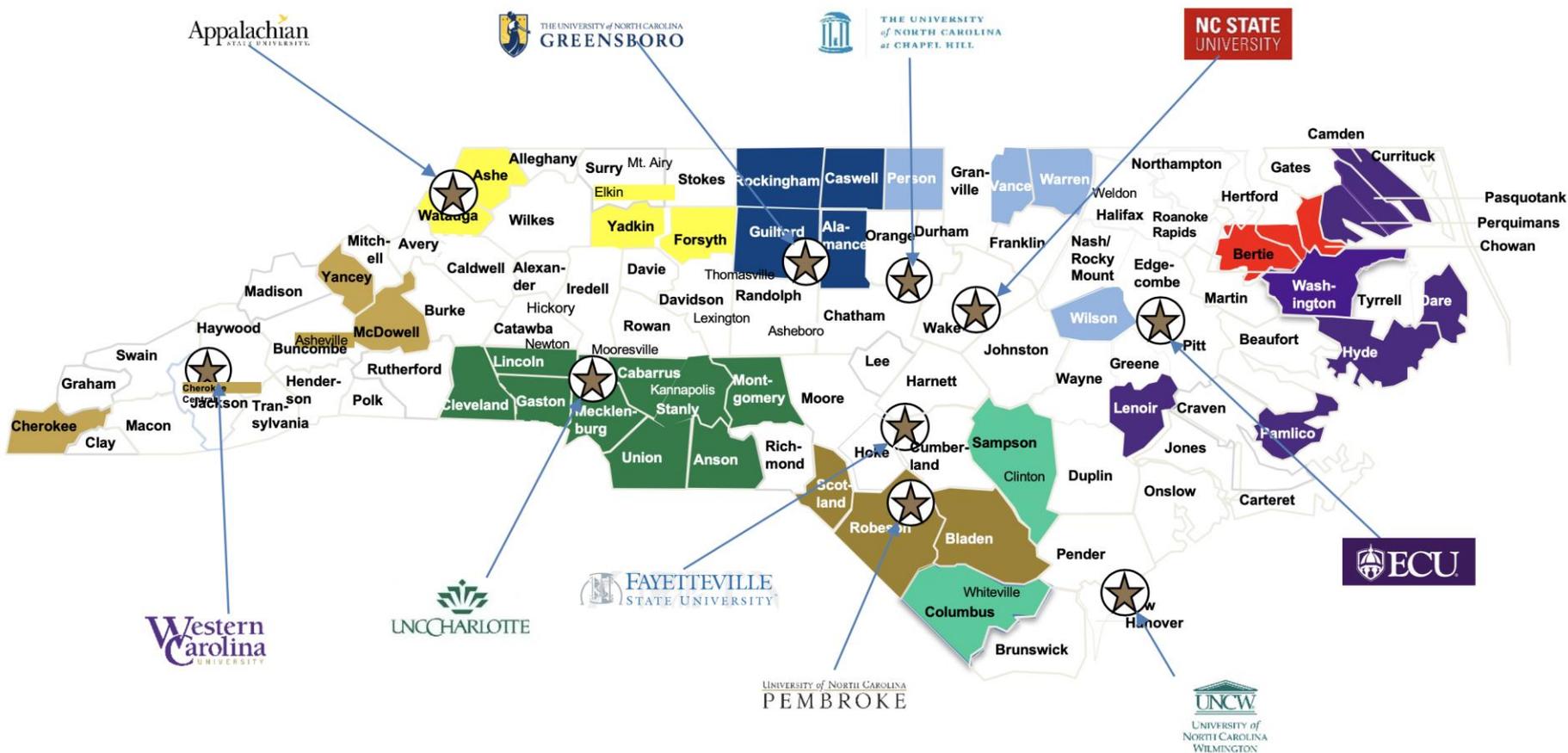
THE UNIVERSITY of NORTH CAROLINA
GREENSBORO



Western
Carolina
UNIVERSITY



University-Based Partnership Delivery Model



2018-19 Statewide Service Data



- **46,250** Total Coaching Interactions
- Nearly **2 million** minutes of Instructional Feedback
- **42** Coaching Interactions per teacher
- Over **1,800** Minutes of Instructional Support per teacher

UNCC Region



2018-19

15 Districts (8 charters)

350 teachers (60 CS teachers)

2019-20

18 Districts (11 charters)

400 teachers (84 CS teachers)



NORTH CAROLINA NEW TEACHER SUPPORT PROGRAM

Coaching Framework

CONTEXTUAL CONSIDERATIONS

COMMUNITY / SCHOOL

- Location
- Curricular Requirements
- Organizational Structures

CLASSROOM

- Materials/Technology
- Content Area
- Grade Level

TEACHER

- Lesson Design
- Instructional Practices
- Instructional Rigor

STUDENTS

- Assignment
- Support/Accommodations
- Engagement/Interactions

COACHING ACTIVITY*

PLANNING

- Planning for content understanding
- Planning for varied student learning needs
- Knowledge of students
- Identifying and supporting language demands
- Planning assessments

INSTRUCTION

- Learning environment
- Engaging students in learning
- Deepening student learning
- Subject-specific pedagogy
- Analyzing teaching effectiveness

ASSESSMENT

- Analysis of student learning
- Providing feedback
- Student use of feedback
- Assessing students' language use
- Using assessment to inform instruction

COACHING INTENSITY**

INSTRUCTIVE

- Offers suggestions
- Provides examples
- Coach directs interactions



COLLABORATIVE

- Co-constructs solutions
- Co-analyzes lessons
- Coach guides interactions



FACILITATIVE

- Teacher self-assesses
- Teacher directs interactions
- Coach poses questions

PROGRESS & NEXT STEPS

REFLECT AND ANALYZE

Impact on Instructional Practices

Impact on Student Learning

ESTABLISH GOALS

Follow-up in next visit

What We've Accomplished



- Teachers served by the NC NTSP are significantly more likely to return to teach in their school, LEA and state than a matched sample of teachers not supported by NC NTSP.
- Teachers served by the NC NTSP in their second and third year performed significantly higher in all five areas of their NCEES evaluation than teachers not supported by NC NTSP.
- Lateral entry teachers served by the NC NTSP performed significantly higher in four of five areas of their NCEES evaluation than teachers not supported by NC NTSP.
- Teachers served by the NC NTSP in their second and third year significantly outperformed teachers not supported by NC NTSP in student achievement at elementary, middle, and high school levels (EVAAS).
- Middle grades lateral entry teachers served by the NC NTSP significantly outperformed teachers not supported by NC NTSP in student achievement (EVAAS).
- 93% of teachers served by the NC NTSP felt their Instructional Coach helped them with the *confidence*, *knowledge*, and *skills* in teaching, compared to district/school support (84%).

Lincoln Charter School



The mission of Lincoln Charter School is to facilitate the development of college ready individuals through emphasis on rigorous academics and our community expectations: honesty, respect, empathy, responsibility, service and preparedness.

- Admin Team Structure
- Beginning Teacher Program/Teacher Support/NAIP

Lincoln Charter School



- Lincoln Charter + NC NTSP
 - Initial year (2017) - caseload – 2 teachers
 - Year two (2017-2018) - caseload – 7 teachers
 - Year three (2018-2019) - caseload – 12 teachers
 - Year four (2019-20) – caseload – 12 teachers
- Lessons Learned

NC NTSP Instructional Coach Perspective



- Charter Goals/Vision
- Relationship with Administration
- Relationship with Facilitators/CRTs
- Professional Development
- Coaching

What do the Charter Schools Say?



- 92% found the program to be helpful/very helpful
- 100% would highly recommend or recommend the program

- As compared to school-level support, teachers said
 - “I did not receive coaching from my school”
 - “My mentor check in with me once. However, my NTSP coach came weekly and was actually in my classroom to see what was going on
 - “More personal”

Other comments were:

- “Awesome! Very useful program”
- “Every beginning teacher needs this support!”



Survey conducted end of year 2019 with teachers participating in UNC Charlotte’s program

How to Partner with Us



BT1s-3s

Residency/Lateral Entry

Specific Content Areas

Encore/Special

NC New Teacher Support Program



Questions?

For More Information



Contact the NC New Teacher Support Program

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